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ABSTRACT

This report discusses the work accomplished during fiscal year 1973 by the Providence Portuguese-English Bilingual Test Development Project, the purpose of which was to develop a series of ability tests useful to Portuguese-English programs. English as a second language (ESL) and Portuguese as a second language (PSL) achievement test videotapes were revised and produced in final form. Procedures for providing empirical information about the reliability and validity of the achievement tests were established and implemented. Four activities for fiscal year 1974 were recommended: (1) improved versions of the aptitude tests and a user's are to be prepared; (2) teachers are to be trained in the use of the tests; (3) a training tape is to be produced for the administering of the aptitude tests and for the collecting of the second-stage data; and (4) reporting of the analyses of the data should be incorporated into the manuals. An appendix contains sample items from the ESL and PSL aptitude and achievement tests. (AM)

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PORTUGUESE - ENGLISH
BILINGUAL TEST DEVELOPMENT
IN
PROVIDENCE, RHODE ISLAND
FY 1973 FINAL REPORT

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Submitted June 30, 1973

The work described in this report was performed under a contractual agreement between the School Department in the City of Providence, Rhode Island and the Curriculum Research and Development Center, University of Rhode Island under the terms of the FY 1973 (Title VII ESEA) Portuguese Test Development contract for research and consultant services. Richard F. Purnell, project consultant, is primarily responsible for this report.

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Fiscal year 1973 was the third year of the program known as the PROVIDENCE PORTUGUESE-ENGLISH BILINGUAL TEST DEVELOPMENT PROJECT. The major purpose of this program has been to develop a series of ability tests that would be useful to teachers and administrators involved in Portuguese-English bilingual education programs. Table 1 presents a summary of the five tests developed by the project's staffs in FY 1971 and FY 1972. Appendix A contains examples of items from the various components of these tests. More detailed information about these tests, thier development, rationale, and exact contents can be found in the Curriculum Research and Development Center's other (FY 1971 and FY 1972) final reports on this project.

This final report will present the work accomplished among the goals and objectives earmarked for FY 1973 of the project. FY 1973 work was divided into two general areas at the beginning of the fiscal year: 1) the revision and final production of the ESL and PSL achievement test videotapes; and 2) the establishment of data and procedures for providing additional information about the reliability and validity of the aptitude and achievement tests developed in this project. In addition, this report will also contain a section suggesting work that ought to be done during FY 1974, which will probably be the final year of this project.

An overview of what has been done, what is being accomplished, and what ought to be considered for the future can be summarized as follows:

<u>FY 1971</u>:

1. Planned and developed
   a. ESL Aptitude test (4 parts, 48 items, individually administered)
   b. PSL Aptitude test (3 parts, 38 items, individually administered)

TABLE 1. Summary of Five Tests Developed by the Providence Portuguese-English Bilingual Education Test Development Project

SET ONE: ESL and PSL Aptitude Tests

Part	Aim	Time		#Items
I	STRUCTURE (items based on analogy)	25 minutes (full 1st session)		10 (PSL:18)
II	VISUAL DISCRIMINATION (items on flash cards; ESL only)	about 5 minutes	2nd SESSION	9 (PSL:0)
III	AURAL DISCRIMINATION (items are pairs of words)	about 8 minutes		10 (PSL:10)
IV	ORAL PRODUCTION (tester says 8 words to be repeated)	about 5 minutes		8 (PSL:10)
		Total		37 (PSL:38)

SET TWO: ESL and PSL Achievement Tests

Part	Aim	Time	#Items
I	AURAL COMPREHENSION (test videotaped using puppets; paper and pencil response)	45 minutes	ESL:45 PSL:49 (2 sample items)
II	READING ACHIEVEMENT (8 stories with related questions)	averages 30 minutes	32 questions (4 per story)

TABLE 1. (continued)

PORTUGUESE READING READINESS and NUMBER CONCEPT TEST

Section A: Reading Readiness and Number Concept Understanding

Part	Aim	# Items
I	Distinguish Common Objects and Actions	10
II	Correlate Single Word Meaning with Picture	22
III	Distinguish Variances from Alphabet Forms	13
IV	Awareness of Shape Variances	10
V	Choose Definite Form from Related Forms	9
VI	Associate Ideas from Picture to Picture	5
VII	Ability to Count to Five	9
	Total	78

Section B: Learning Disability Identification

Part	Aim	# Items
I	Ability to Reproduce Shape and Size	7
II	Eye and Hand Motor Control	5
III	Ability to Duplicate Proportionately	1
	Total	13

c. ESL Achievement Test (videotaped w/puppets, 49 items, group administered.)

d. PSL Achievement Test (videotaped w/puppets, 49 items, group administered.)

2. Field trip to Portugal and Azores to:

a. arrange for, pretest, and culturally validate tests.

b. collect PSL curriculum materials.

c. devise a Record Transfer System.

d. establish a Teacher Exchange Program.

FY 1972:

1. Revised ESL Aptitude Test based on Portugal and USA pretest data.
2. Developed and content-validated ESL Reading Readiness and Numbers Concept Test (10 parts, group administered, 91 items).
3. Administered ESL and PSL Achievement and Aptitude Tests to children in USA.
4. Wrote and disseminated full project report and technical report on test revisions.

FY 1973:

1. Revise videotaped ESL and PSL Achievement Tests

a. Analyze ESL (N=170) and PSL (N=65) Part I Achievement Test data for possible sex-linked response biases.

b. Re-write scripts for Part I of Achievement Tests.

c. Improve (re-produce) visuals for Part I of Achievement Tests.

d. Construct set for revised Part I of Achievement Tests.

e. Re-make Part I of Achievement Tests in URI TV studio.

2. Collect first stage of data from ESL and PSL students to establish reliability and predictive validity of achievement and aptitude tests.

3. Demonstrate and present Achievement and Aptitude Tests to workshop of New England Portuguese Bilingual Educators.
4. Cooperate with bilingual programs interested in using tests.
5. Develop Prototype TV Training Tape on administering Aptitude Tests.
6. Reading Readiness and Number Concept Test was translated into Spanish.

FY 1974: Recommended Activities.

1. Develop kits, manuals and instructions for using all tests.
2. Produce a TV Training Tape on the administration of the individually-administered Aptitude Tests.
3. Train teachers in use of tests.
4. Collect and report on second stage of reliability and validity data.

The sections that follow will expand on the activities listed under FY 1973 and FY 1974.

1. Revision of ESL and PSL Videotaped Achievement Tests

As outlined in Table I, Part I of the ESL and PSL Achievement Tests is designed to measure aural comprehension. Videotaping offered an ideal solution to standardizing this difficult area of testing. The use of puppets provided a culturally acceptable way of establishing rapport and maintaining the interest of children so as to maximize the ability to assess their language achievement.

The original version of this test was done on black and white, portable 1/2" Sony tape-recording equipment under makeshift conditions. The quality of this production was suitable on a first-draft, pilot basis. The tape was obviously in need of improvement in several areas and by no means was it intended to be a final product.

In order to obtain a final version of this test, it was felt that: 1) regular studio conditions should be used, 2) line drawings rather than pictures of the response stimuli should be used, 3) there was need for an improved set, and 4) more elaborate equipment and audio-visual technical production advise and management were needed. There was also concern about the possibility of improving the quality of the production for broadcasting over public television stations. The possibility of having the tapes done in color was also considered worthwhile, but did not receive very high priority as a reason for revising the tapes.

In addition to the above technical reasons for revising the test, it seemed advisable to try to find a way to eliminate a suspected source of sex-linked response bias contained in the test. Briefly, the problem stemmed from the fact that the puppets used to respond to the questions of the narrator on the test were male (John) and female (Maria). Other research suggested that in ambiguous situations, such as often arise on tests, students would tend to resort to their sex identification as an important

source of making a decision about which test response to choose. To whatever extent that this influenced responses on the achievement test we felt it ought to be removed.

Part I Achievement Test data administered to ESL (N=178) and PSL (N=65) students in 1971 were analyzed to determine the extent of this contamination in the tests. Appendix B contains the frequency distributions of responses by student and puppet sex for each test. Table 2 contains the total frequencies of responses of boys and girls to the ESL and PSL tests as separated by which puppet offered the correct choice.

Chi squares were calculated to determine the degree to which sex of puppet influenced response of student on the test, using the frequencies in Table 2. Chi-squares for boys' errors were (PSL) 20.17 and (ESL) 3.71; for girls' errors chi-squares were (PSL) 9.68 and (ESL) 3.42. Error is defined as a child choosing the puppet of the same sex when the puppet of the opposite sex actually provided the correct answer.

The value of chi square needed to obtain significant results at the P=.05 level for 2 df is 3.84. Thus, both PSL boys and girls seem to have been reacting appreciably to their sex identification in responding to the test items. The results were not as clear-cut for the ESL boys and girls, but were sufficiently strong to warrant eliminating sex bias as a source of error in taking the aural comprehension portion of the ESL achievement test.

Both the PSL and ESL tests will be revised using same-sexed puppets for a given item. This means that for about half of the items two girl puppets will be used and for the other half of the items two male puppets will offer the choices to respond. In this way, students will not have to respond to an item on the basis of the sex of the puppets.

Gerard Richard has assembled a cast and re-written the scripts of the

TABLE 2. Total Frequency of Responses to Male and Female Puppets on ESL and PSL Aural Comprehension Achievement Tests by Sex of Puppets and Respondents

Maria Gives Correct Response

	ESL (17 items)		PSL (20 items)	
	Maria	John	Maria	John
Boys	981	460	347	371
Girls	1073	432	350	225

John Gives Correct Response

	ESL (28 items)		PSL (29 items)	
	Maria	John	Maria	John
Boys	821	1524	258	779
Girls	946	1561	263	575

aural comprehension tests with the assistance of Fernando Amaro. New line drawings have been made by a URI Audiovisual Center artist. A set has been prepared for use in the URI TV studio. Several rehearsals have taken place under the direction of a URI audiovisual center technician, Paul Mello. The equipment needed to "shoot" the tapes is receiving periodic maintenance at this time. Mr. Mello anticipates being able to tape the tests with Gerard Richard and cast during July, 1973.

2. First Stage of Reliability and Validity Data for Achievement and Aptitude Tests

Validity of the type that accrues from the construction of a test, such as face or content validity, has of course been established for the achievement and aptitude tests developed by this project. These validity efforts are reported in earlier documents. Empirically established validity and reliability, however, are also important indexes of the worth of a test and are the responsibility of the developers to provide to potential users of their tests. It is these latter empirical indexes that we have attempted to provide a means of determining in FY 1973.

The type of reliability we hope to provide will be test-retest reliability for each of the aptitude tests and each of the achievement tests. This is accomplished by administering the tests to a group of students for whom they are intended at one time, re-testing them at a later time, and finally correlating the two sets of scores. The higher the correlation--the more similar the students tend to score on both test administrations over the period of time--the more reliable or consistent the test is considered to be.

During this past (1973) Spring term, the aptitude and achievement tests were administered to almost 100 students in the Fox Point bilingual education program in order to collect first-stage data for determining test-retest reliability.

Tables 3, 4, and 5 present the frequency distributions of scores obtained from these administrations of the tests. The second stage of determining test-retest reliability will take place next fall, when these same students will be administered the same tests. These two sets of test scores for each test can then be correlated and used to estimate the reliability coefficients for the tests.

TABLE 3. Frequency Distributions of ESL and PSL Aptitude Test Scores From Fox Point Bilingual Education Students

ESL Aptitude		PSL Aptitude	
Score	Frequency	Score	Frequency
35	1	35	1
32	2	33	2
31	3	32	1
29	1	30	1
26	1	29	1
25	2	28	1
24	1	27	2
23	1	26	2
21	1	22	1
19	1	19	2
18	2	16	2
16	2		
15	2		
	N=20		N=16

TABLE 4. Frequency Distributions of ESL and PSL Aural Comprehension Test Scores From Fox Point Bilingual Education Students

ESL Aural Comprehension		PSL Aural Comprehension	
Score	Frequency	Score	Frequency
44	1	45	1
43	2	41	2
42	1	40	2
41	2	39	2
40	4	38	1
39	1	36	1
38	5	35	2
37	1	34	2
35	3	33	3
31	1	31	2
30	1	30	1
25	1	29	1
		28	2
		25	1
	N= 23		N= 23

TABLE 5. Frequency Distributions of ESL and PSL Reading Achievement Test Scores From Fox Point Bilingual Education Students

ESL Reading		PSL Reading	
Score	Frequency	Score	Frequency
37	3	37	2
36	6	35	1
35	1	32	1
34	5	31	1
33	2	30	2
32	1	29	1
31	3	28	1
26	1	27	3
17	2	25	1
		24	3
		22	3
		21	1
		20	1
		18	2
	N=23		N=23

The model for sampling these students called for 24 students to be selected for each of the four tests. The evaluator of the Bilingual Program, in cooperation with the director and teachers, selected students to be representative of different ability levels, ages, and grades, Of course, only the most recent arrivals to the ESL and PSL programs were appropriate for inclusion in the aptitude testing, since these tests were designed to be used with children with little or no experience with the new language.

The aptitude test administration is time-consuming as it is done on an individual basis. Furthermore, it requires considerable training in order to be done correctly and can only be administered by someone who is fairly fluent with the Portuguese language, has a good ear, has good pronunciation, and can establish rapport and work well with children. We were very fortunate to have such a person available to us in Mrs. Joyce Cooney, who administered all the tests at Fox Point reported here.

In providing for the training of Mrs. Cooney in this administration of the aptitude tests, it became apparent to us that such training could pose a problem in the future--there being only one or two people able to provide such training. It was in trying to answer this training need that we thought of using Mrs. Cooney's training sessions with Mr. Richard to produce the prototype for an aptitude test training tape. It should be emphasized that the aptitude test "training tape" we now have is only a first approximation and not a finished product. It was not designed to serve training purposes specifically, but, rather, represents the taping of a training session. As such, it should only be used as an adjunct to training and the final version of a training tape should be produced in FY 1974. More will be said about this later in the report.

Predictive validity, or an index of the extent to which a test is able to accurately "predict" what it was designed for, is the second kind of

measure that the aptitude test data were collected to provide. In this case, the students yielding the aptitude test scores in Table 3 should be given English (and Portuguese) comprehension tests later in the Fall 1973 term. These comprehension scores will be correlated with the Spring term 1973 aptitude test scores to yield the validity indexes.

In an attempt to arrive at an earlier indication of the predictive validity of the ESL aptitude test, we decided to use data that had been collected during the initial stages of the test development project for this purpose. During late 1970 and early 1971, ESL aptitude tests were administered to about 70 students in bilingual programs in New Bedford, Massachusetts and Providence, Rhode Island. We were able to locate 35 of these students and identified fifteen in New Bedford and six in Providence on whom test scores on standard English comprehension test scores were available.

Table 6 contains the ESL aptitude test scores and their standard scores on the Metropolitan Achievement Test (word knowledge part) for the fifteen New Bedford bilingual students. By inspection we can see that there are many reversals between orders of the two columns of scores. The Pearson product-moment correlation coefficient between these two sets of scores is rather low ($r=.12$). At first blush we could view such low predictive validity with alarm, but it would be better to recognize that there are many difficulties associated with the manner in which these particular students and their varied test scores (standard scores were used because two different forms of the MAT were used) were obtained. Essentially, we were merely using what was available from a very uncertain process of elimination and should take it only as a very coarse measure of what we are interested in: i.e., predictive validity. On the other, there is a positive relationship and that shows promise.

TABLE 6. ESL Aptitudes Test Scores and English Comprehension Standard Scores for Fifteen New Bedford Bilingual Education Students

Student	ESL Aptitude Test Score	English Comprehension Scores
A	45	56
B	44	67
C	41	35
D	41	29
E	38	43
F	37	47
G	30	37
H	29	64
I	29	59
J	29	57
K	28	62
L	27	37
M	26	46
N	25	36
O	19	37

N=15

Table 7 contains the test scores of the six bilingual program students at the Fox Point School on the ESL aptitude test and the Gates-MacGinitie Reading Test (vocabulary and comprehension scores). There were barely enough students to do a Kendall's rank correlation coefficient (tau) on and the results were: tau=.67 between ESL aptitude and G-M vocabulary and tau=.76 between ESL aptitude and G-M comprehension. These high coefficients should be viewed with as much caution as the previously reported low correlation, as they are probably the result of the small number of cases and, of course, because the same sample selection problems exist. Overall, there is some promise for the existence of a positive predictive validity index between the ESL aptitude test and some measure of English achievement and comprehension. Analyses of the second-stage data to be collected next year should provide a more accurate answer to this predictive validity question.

TABLE 7. ESL Aptitude Test Scores and Gates-MacGinitie Reading Test (Grade Equivalency) Scores for Six Fox Point Bilingual Education Students

	ESL Aptitude Test Score	Gates-MacGinitie Test Scores	
		V	C
A	37	4.1	4.8
B	35	3.4	3.9
C	34	3.4	2.7
D	32	4.1	4.3
E	32	2.7	2.6
F	26	1.7	2.5

N=6

The remaining activities for FY 1973 summarized earlier in this report are fairly self-explanatory and require only brief commentary here before going on to elaborate more on what needs to be done in FY 1974.

Richard Purnell presented part of a workshop entitled "Testing in a Bilingual Program" for a group of about 25 bilingual educators on April 10, 1973. The lecture/workshop was held at the Rhode Island College Curriculum Center and was the third in a series set up through the Portuguese Materials Resource Center for Southeastern New England, organized by Mr. Frank Piccirilli. Activities consisted of presenting and discussing the ESL and PSL aptitude and achievement tests reported earlier. Participants were given packets about the tests and viewed the training session and achievement test tapes.

A number of bilingual educators and programs have inquired about the tests and received copies of them to use in their own work. The ABC Unified School District in Artesia, California has received copies of the achievement tapes and may share the results of administering these tests to their students, as well as in the observations and comments on the tapes with us.

FY 1974: Recommended Activities

There are four areas of activities that seem to be warranted for continuing and bringing to fruition the Providence Portuguese-English Test Development Project in FY 1974. These are listed separately earlier in this report.

The aptitude tests are individually administered using a series of objects in a systematic sequence. Only the original "Kit" containing all the necessary articles and objects exists. At least ten more "improved" versions of this kit should be assembled in a standardized form with an eye toward ease of administration and minimum interference with what the test is trying to accomplish. For example, objects are stored in paper bags in the present kit. These bags are awkward to handle and create a lot of noise during the administration of the test. Other, more suitable and better labeled containers should be employed.

Each of the tests should have a user's manual created for it in which clear instructions, timing for parts of tests, scoring procedures, definitions of parts of the tests, norming data, and other pertinent information about the administration of tests and utilization of test results are presented and discussed. This information is practically all available in the reports that exist on these tests and could be readily assembled. A sensible approach to procucing a final draft of these manuals and instructions would seem to be to improve on a first draft to be used in connection with the next recommended activity: training teachers in the use of the tests.

A collection of teachers in the field should be trained in the use of the aptitude and achievement tests. This part of next year's activities should fit in neatly with the two remaining activities (producing a training tape for administering the aptitude tests and collecting the second stage

of the validity and reliability data). This would suggest that these teachers certainly ought to be from the Fox Point Bilingual Education program, but teachers from Pawtucket and possibly New Bedford should be included, too.

A reporting of the analyses of the reliability and validity data would be an important part of next year's activities. This information should be incorporated into the manuals.

APPENDIX A

Examples of items in the various parts of the ESL and PSL Aptitude and Achievement Tests. See FY 1971 Final Report for Reading Readiness and Number Concept Test.

English As A Second Language Aptitude Test for Portuguest-Speaking Children:

For Most Elementary Grades*

(Revised July, 1971)

A. This test is designed to measure a Portuguese child's ability for learning English as a second language. The children to be tested should be no younger than six or older than eight, and they should have had a minimum exposure to English.

B. The ESL aptitude test is divided into four parts each of which is to be administered individually. The test should be administered in two sessions by a person who has received special training in giving the test to children.

* The PSL test follows the same format as the ESL test. Thus, except for visual discrimination, descriptive comments and sample items for ESL test also apply to and represent the PSL test.

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MODEL

To better enable the child to understand the principle of analogy, the MODEL is presented in Portuguese.

Para mais facilmente fazer a criança compreender os principios da analogia, o MODELO é apresentado totalmente em Português.

Examiner/Examinador; Eu digo: "cadeira" (give chair to student/dê a cadeira ao aluno) e tu dizes a frase toda:"Isto é uma cadeira."

Student/Aluno: "Isto é uma cadeira."

Examiner/Examinador: Eu digo: "camisa" (give shirt to student/dê a camisa ao aluno) e tu dizes a frase toda: "Isto é uma camisa."

Student/ Aluno: "Isto é uma camisa."

Examiner/Examinador: Eu digo: "mesa" (give table to student/dê a mesa ao aluno) e tu dizes a frase toda: "Isto é uma mesa."

Student/Aluno: "Isto é uma mesa."

Examiner/Examinador: Eu digo: "lata" (give can to student/dê a lata ao aluno) e tu dizes a frase toda: (pause/pausa) "Isto é uma lata."

Student/Aluno: "Isto é uma lata."

Examiner/Examinador: Eu digo: "meia" (give sock to student/dê meia ao aluno) e tu dizes a frase toda: (pause/pausa) "Isto é uma meia."

Student/Aluno: "Isto é uma meia."

Examiner/Examinador: Eu digo: "bola" (give ball to student/dê a bola ao aluno) Agora, como dizes a frase toda?

Correct answer/Resposta correcta: "Isto é uma bola."

1. (for this item, give the student the appropriate doll for each profession/ Para esta parte do teste, dê ao aluno o boneco próprio correspondente a cada profissão)

Examiner/Examinador: Eu digo: "nurse" e tu dizes a frase toda: "This is a nurse."

Student/Aluno: "This is a nurse."

PART II

VISUAL DISCRIMINATION

(Not Part of PSL Test)

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Note to the Examiner:

This part of the test is designed to measure visual descrimination. You will show 9 flash cards to the child and ask whether the two words printed on the cards are the same or different.

Do not read the cards aloud.

Cards marked with numbers 1 and 2 are models.

Show card number 1 with the words printed "MAR....MAR." Ask the child in Portuguese: "Estas palavaras são iguais ou diferentes?"

Child should say: "iguais"

Show card number 2 with the words printed, "MAR....COR." Ask the child in Portuguese: "Estas palarvas sao iguais ou diferentes?"

Child should say: "diferentes"

If necessary, repeat the two models twice. If the child still does not understand, omit this part of the test.

Record the student's responses on the answer sheet provided.

Ao Examinador:

Esta parte do teste destina-se a medir a percepção visual do aluno. Mostram-se-lhe 9 cartões e pergunta-se-lhe se as duas palavras impressas em cada cartão são iguais ou diferentes.

Não se devem ler os cartões em voz alta.

Cartões Nos. 1 e 2 são modelos.

Mostre cartao No. 1 com as palavras "MAR....Mar."

Pergunte ao aluno: "Estas palavras são iguais ou diferentes?"

O aluno deverá responder: "Iguais"

Mostre cartão No. 2 com as palavras "MAR....COR".

Pergunte ao aluno: "Estas palavras são iguais ou diferentes?"

O aluno deverá responder: "Diferentes"

PART III

AURAL DISCRIMINATION

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Note to Examiner:

In this part of the test, you will say ten pairs of words. After saying each pair the student should tell you whether the words were the same or different.

Say each pair of words only once and be certain that your intonation is the same for both words in the pair. Record the student's responses on the answer sheet.

Ao Examinador:

Nesta parte do teste, o examinador dirá dez pares de palavras. Depois de cada par de palavras o aluno deverá dizer se eram iguais ou diferentes.

As palavras de cada par deverao ser pronunciadas uma só vez, certificando-se o examinador de que a entoacao é igual para ambas. Marque as respostas do aluno no folha de respostas apropriada.

Examiner/Examinador: Say in Portuguese/Diga em Português: "Eu vou dizer duas palavras. Tu dizes-me se as palavras são iguais ou diferentes":

"MAS....MAS"

"Eram iguais ou diferentes?"

Student should say/O aluno deverá dizer: "Iguais"

Examiner/Examinador: Say in Portuguese/Diga em Português:
"Mais duas palavras."
"AMA....UMA."

"Eram iguais ou diferentes?"

Student should say/O aluno deverá dizer: "Diferentes"

1. Examiner/Examinador: Say in Portuguese/Diga em Português:

"Mais duas palavras"

/θíŋk/ /tíŋk/

"Eram iguais ou diferentes?"

2. Examiner/Examinador: Say in Portuguese/Diga em Português:

"Mais duas palavras"

/hít/ /ít/

"Eram iguais ou diferentes?"

3. Examiner/Examinador: Say in Portuguese/Diga em Português:

PART IV

ORAL PRODUCTION

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Note to Examiner:

For this part of the test, you will say 8 words and you will ask the student to repeat each word after you have said it. Say each work only once.

The 8 words contain one or more phonemes which do not exist in Portuguese. Consult the answer sheet which indicates the phonemes being tested and for recording the correct or incorrect responses.

Ao Examinador:

Nesta secçao do teste, o examinador pronunciará 8 palavras e o aluno repetirá cada uma delas seguindo o examinador. Pronuncie as palavras uma só vez.

As 8 palavras contêm um ou mais fonemas não existentes em Portugês. Consulte a folha de respostas que indica os fonemas a ser examinados e para registar as respostas correctas ou incorrectas.

Examiner/Examinador: Say in Portuguese/Diga em Português: "Vou dizer uma palavra; depois, quero que repitas a mesma palavra em voz alta."

1. Examiner/Examinador: "Repete em voz alta" /ɪ́yðəh/
2. Examiner/Examinador: "Repete em voz alta" /ɪ́geəh/
3. Examiner/Examinador: "Repete em voz alta" /bǽθ/
4. Examiner/Examinador: "Repete em voz alta" /θɪ́ŋk/
5. Examiner/Examinador: "Repete em voz alta" /ðén/
6. Examiner/Examinador: "Repete em voz alta" /sɪ́ŋ/
7. Examiner/Examinador: "Repete em voz alta" /čə́rč/
8. Examiner/Examinador: "Repete em voz alta" /yɪ́hɪ/

English As A Second Language Achievement Test for Portuguese-Speaking Children:*

Grade 2 - 5

A. This test is designed to measure the degree to which Portuguest youngsters have learned to read and understand English as a second language. Experiences with this test suggest it is appropriate for use with second to fifth-grade children.

B. The ESL achievement test is in two parts. The first part is in the form of a videotape presentation, using puppets, a narrator, and pictures to examine aural achievement. Part II tests reading achievement. Both parts reflect the sequential, three-level curriculum of Mary Finocchiaro's English as a Second Language: From Theory to Practice.

C. Part I of the ESL achievement test is in the process of being revised. The script is being changed to eliminate sex identification interferences in responding to the items. Simple line drawings are being used to replace the pictures which contained extraneous stimuli. More sophisticated equipment and studio conditions and technical assistance are also being applied.

* These comments and sample items that follow also represent the PSL version of this test.

ENGLISH TRANSLATION OF ESL

TV SCRIPT

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Tester: Hello, my name is . . . . . and I would like you to meet João and Maria. João and Maria came to the United States ten months ago, and since then they have been studying English too. Today you are going to find out who knows English better, João or Maria.

João, do you know much English?

João: Oh, I know English very well, much better than Maria.

Maria: That's not true. I know English better than he does.

Tester: Well, let's find out. (faces audience).

I am going to ask João and Maria some questions in English. João will give me one answer and Maria will give me another one. Only one of them will be correct. If João is correct, put a check mark in his picture. Make sure that you mark only one picture for each question because only one of them will be correct.

Before I begin to ask João and Maria questions in English, let's see whether they can answer a question in Portuguese.

Here is number 1.

1. João and Maria look at the picture of the boy. Que está o menino a fazer?

João: está a comer

Maria: já

Look at the white paper in front of you. Next to number 1, put a check mark in the picture of João or Maria, whoever was correct.

(Pause)

You should have put a mark in the picture of João.

ESL ACH TEST PART I ANSWER SHEET

1

2

3

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4

5

a. No more than five responses per page.
b. Answer sheets are of different colors for following sequence on tape.

ESL ACH TEST PART II: Story One With Four Questions

THE RED BALL

"I HAVE A BIG BALL," SAID JOÃO.

"IT IS A RED BALL."

"I LIKE TO PLAY BALL," SAID JOSÉ.

"CAN YOU PLAY WITH ME?"

"WE CAN PLAY BALL," SAID JOÃO.

"COME WITH ME."

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(F) 1. WHO HAS THE BALL?

A. JOÃO B. JOSÉ

(F) 2. THE BALL IS _____.

A. BLUE B. RED

(F) 3. WHO ARE THE BOYS?

A. JOSÉ AND FERNANDO B. JOÃO AND JOSÉ

(I) 4. WILL THE BOYS PLAY BALL?

A. YES B. NO

APPENDIX B

Frequency distributions of student responses to ESL and PSL achievement tests by sex.

Table 1B. Students (N=178) Response Frequencies to ESL Videotaped Aural Comprehension Achievement Test

By Sex

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	Boys		Girls	
	Maria	John	Maria	John
1	30*	56	31	52
2	22	64*	17	69
3	12	73*	11	77
4	27	58*	29	60
5	47*	36	59	30
6	22	60*	30	62
7	53*	27	56	29
8	23	63*	35	54
9	75*	9	77	10
10	18	64*	17	72
11	69*	17	76	13
12	31*	4	35	3
13	49*	37	60	29
14	28	59*	34	55
15	71*	14	71	17
16	78*	8	79	9
17	23	63*	21	69
18	32	55*	40	48
19	23	62*	32	56
20	56*	28	56	22
21	19	64*	21	67
22	52	33*	54	35
23	21	64*	33	54
24	55*	51	57	29
25	38	47*	32	55
26	24*	63	38	52
27	56	29*	56	33
28	47	38*	55	32
29	28	56*	26	62
30	23	59*	27	63
31	15	71*	24	66
32	40	46*	42	49
33	13	71*	12	77
34	34	52*	41	46
35	59	26*	55	33
36	43	42*	46	45
37	49*	36	54	35
38	26	58*	33	57
39	63*	22	72	18
40	52*	33	54	36
41	19	66*	20	69
42	35*	12	75	14
43	27	56*	40	50
44	64*	20	52	29
45	31	53*	36	54

* Indicates correct response.

TABLE 2B. Students (N=65) Response Frequencies to PSL Videotaped Aural Comprehension Test By Sex

BEST COPY AVAILABLE

	Boys		Girls	
	Maria	John	Maria	John
1	23*	12	25	4
2	12	24*	10	10
3	12*	24	11	13
4	10	26*	12	17
5	19*	17	21	3
6	5	29*	4	25
7	20*	16	22	6
8	6	28*	9	20
9	11	25*	14	15
10	15	21*	5	25
11	5	31*	7	22
12	7	29*	9	20
13	13*	13	19	10
14	5	30*	6	23
15	12	24*	10	10
16	11*	25	4	25
17	16*	20	10	10
18	10	26*	10	10
19	21*	15	24	5
20	9	27*	5	24
21	20*	16	21	7
22	19*	19	18	11
23	21*	14	15	13
24	6	29*	5	23
25	8	27*	11	17
26	26*	10	10	10
27	14*	22	11	12
28	12	24*	9	20
29	22*	14	22	6
30	5	31*	8	21
31	11	25*	7	22
32	7*	29	13	11
33	5	31*	4	25
34	5	30*	12	13
35	14*	22	11	13
36	8	29*	9	20
37	12	24*	13	11
38	3	28*	9	20
39	9	27*	7	22
40	10	25*	9	21
41	16*	20	17	12
42	9	27*	13	16
43	15	21*	10	13
44	14*	22	16	12
45	3	33*	6	23
46	23*	13	19	10
47	12*	24	12	11
48	9	27*	10	10
49	14	21*	15	13

* Indicates correct response.